

**USING JUMBLED LETTERS GAME TO TEACH  
VOCABULARY FOR THE SEVENTH GRADE STUDENTS OF  
SMPN 9 PALOPO**



**IAIN PALOPO**

*Submitted as a Part of the Requirement for S.Pd. Degree in English Language  
Education Study Program*

**A THESIS**

**MUH. HAMZA**

**Reg. Num: 15.0202.0093**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

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**Supervised by:**

- 1. Dr. Hilal Mahmud, M.M**
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO**

**2019**

## THESIS APPROVAL

This thesis, entitled “Using Jumbled Letters Game to Teach Vocabulary for the Seventh Grade Students of SMPN 9 Palopo” written by **Muh. Hamza, Reg. Number 15.02.02.0093**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Sunday, September 16<sup>th</sup> 2019 M**, coincided with **Muharram 16<sup>th</sup> 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

**Palopo, September 16<sup>th</sup> 2019 M**  
**Muharram 16<sup>th</sup> 1441 H**

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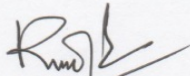
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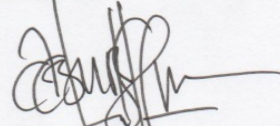
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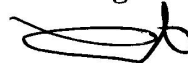
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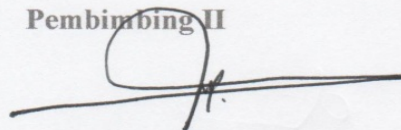
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## **ABSTRACT**

**Muh. Hamza, 2019. Using Jumbled Letters Game to Teach Vocabulary for the Seventh Grade of SMPN 9 Palopo. English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Under the supervisors (1) Dr. Hilal Mahmud, M.M (2) Dewi Furwana, S.Pd.I, M.Pd**

*Key Word: Vocabulary and Jumbled Letters Game.*

This thesis dealt with increasing students' vocabulary by using jumbled letters game at the seventh grade of SMPN 9 Palopo. The problem statement of this thesis: is the use of jumbled letters game effective to increase students' vocabulary at the seventh grade of SMPN 9 Palopo. The objective of the research is to find out whether or not the use of Jumbled letters game is effective to increase students' vocabulary at the seventh grade of SMPN 9 palopo.

This research used quasi experimental method with pre-test and pos-test design. The pretest was given to know the students' vocabulary before given treatment. The posttest was given to know the students' improvement vocabulary after giving treatment. The population of this research was the Seventh grade students of SMPN Palopo. The number of population was 214 students. The samples of this research were Class VII.2 consisted of 35 students as experimental class and Class VII.5 consisted of 35 students as control class. The sampling technique in this research was purposive sampling. The instrument of this research was vocabulary test. The writer gave pretest and posttest to the students. The data were analyzed by using SPSS 20.

The result showed that the students' mean score of pretest in experimental class was lower than the mean score in control class (60,51<62,74). While the mean score of posttest in experimental class was higher than the mean score in control class (83,4>78,6). The result of statistical analysis the experimental class for level of significance 0.05 with degree of freedom (df) = 34; the probability value was higher than  $\alpha$  0.011<0.05. As a result, there is a significant difference in vocabulary between the students' who are taught by using jumbled letters game and students' score in learning vocabulary at the seventh grade students' of SMPN 9 Palopo. The researcher concluded that the jumbled letters game to increase students' vocabulary. Although the result was not significant between the result of control class and the result of the experiment in posttest.

## CHAPTER I

### INTRODUCTION

#### A. Background

In English, there are some skills and the basics of a foreign language are mainly in improving the development of English in the form of vocabulary. Where in learning process by having vocabulary can help to make English conversation. So the talk we can run smoothly with the mastery of vocabulary in stages. A vocabulary is a set of words that are instrumental English in forming a sentence, which expresses his thoughts and feelings about the content perfectly, whether oral or written.

According to Martin Manser (1995), generally the language skills are listening, speaking; reading as well as writing and its components consist of grammar, vocabulary, and pronunciation. Vocabulary is language center and critical importance to the typical language learner. Lack of vocabulary will result lack of meaningful communication.<sup>1</sup>

Vocabulary is one of language elements the need to be acquired by English learners. Vocabulary is very important to learn language because the people can' not communicate without enough vocabulary.

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<sup>1</sup> Martin Manser, *Oxford Dictionary*, New Edition; (New York: Oxford University Press, 1995), p. 1331.

A game of letter is an easy game to be understood by each person especially on a jumbled letter game. Where this game will train the brain in a puzzle, especially on a randomly selected letter. These games can also help us in memorizing of a vocabulary that has never been recovered. Then, through this game we'll be able to get a vocabulary that wants to be swayed by the jumbled letters game. According to Bruner (1983) stated that jumble letters is a word puzzle with a clue a drawing with a clue, a drawing, illustrating the clue and a set of word.<sup>2</sup>

Based on the research field, the researcher found some obstacles faced by students who lacked English education of the vocabulary especially at SMPN 9 Palopo. In observation researcher found some flaws in school the students felt very bored with English lessons that the students are focused by using the guide book. Then the students' aren't memorizing and dominate of vocabulary. Beside, researchers give a game that can improve the vocabulary of the students in learning English. The game is Jumbled letters. Where, in this game with the students' are asked compose letters that have been scrambled and form a word based on the paper that has been provided.

Based on the phenomena, it is necessary to create effective media or activities in order to increase vocabulary. So, the researcher decided to compose thesis entitle using jumble letters game to teach vocabulary for the seventh grade students of SMPN 9 Palopo.

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<sup>2</sup> Bruner, J. (1983), *Learning to Use Language*. New York W. W Norton & Company



## **B. Research Question**

Does the students who are taught by using jumble letters game have better scores than the students who are taught by using non-jumble letters game?

## **C. Objective of the Research**

The objective of the research is: to find out whether or not the use of jumbled letters game is effective to increase students' vocabulary at the Seventh grade of SMPN 9 Palopo.

## **D. Significance of Research**

The result gives beneficial theoretically and practically to the field of teaching. In theoretically, it can the new experience in learning vocabulary for students, because in this research they learned by using jumbled letters game. Using media make the students more focused because of their high curiosity. It attracted students to learn vocabulary. It is expected that the findings of the research will be broaden our knowledge on vocabulary and provide us new thought importance of vocabulary.

In practically, this research is expected to be useful for teachers as (1) an input on the use of Jumbled letters game in their classroom so that the teaching and learning process will be effective and meaningful for their students, (2) one of the references in teaching vocabulary in their classroom, (3) additional knowledge on how they should form interaction in classroom so that they can maximize teaching and learning process.

### **E. Scope of the Research**

By discipline, this researches under English language teaching discipline. By activity, this research used jumbled letter game to teach students' vocabulary especially in SMPN 9 Palopo. By content, this research discussed about noun and adjective (animal and building) and the adjective (human character and animal physiques) to reach a learning target.

### **F. Definition of Terms**

Jumbled letters game is a games the allows students arrange letter to make word. Scramble and alphabets are use to construct words. This game played by the students' to learn Vocabulary

Vocabulary is components of words or things. This research focus on the use game and selected topics related to the students' needs. The topic includes instruction, short notices, and warning/cautions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous of Research

There are some researchers who have conducted previous research aimed at improving students' vocabulary skills.

Evita Zahara "*Improving English vocabulary mastery using jumbled letters game*". In academic year 2013/2014. Classroom action research (CAR) in writer and research collaborator employed an observation checklist to know students' progress in learning English Vocabulary within two cycles.<sup>3</sup>

Heri Santoso, in his thesis in title "*The Effectiveness of Jumbled Letters Game on the Vocabulary Achievement Scores of Third Grade Students of SDN-VIII Menteng Palangkaraya*" in academic year 2014. Experiment method in writer used the t-test to analysis the data because the writer want to measure the effect of the jumbled letters game on the vocabulary achievement scores of third grade students of SDN-VIII Menteng Palangkaraya. The result of t-test using manual calculation showed that the value of *tobserved* was greater than the value of *ttable* at 1% and 5% significance level or  $2.000 < 8.873 > 2.660$ . The result of t-test using SPSS 17.0.<sup>4</sup>

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<sup>3</sup> Evita Zahara, in thesis About "*Improving English Vocabulary Mastery Using Jumbled Letters Game*" No. 3 (2017). Jurnal.untan.ac.id

<sup>4</sup> Heri Santoso, a Thesis "*The Effectiveness of Jumbled Letters Game on the Vocabulary Achievement Scores of Third Grade Students of SDN-VIII Menteng Palangkaraya*". Jurnal (2014) internet: digilib.iain-palangkaraya.ac.id

Nova Arianti in her thesis in title: “*The effect of jumbled-letters game to improve vocabulary mastery of the seventh-grade students of SMPN 3 Batu*” (2015). In this researcher the research focused on effective of vocabulary to improving vocabulary mastery class D which consist of 32 students’ and class E which Consist of 31 students’.<sup>5</sup>

From previous studies above, all of them focused on vocabulary that uses jumbled letters game. The researcher concludes that between previous research and this research, there are differences and similarities. Research equation above with this research is the same as using jumbled letters game to improving students’ vocabulary in English mastery. The differences research above focus on effective of jumbled letters game to teach English mastery. While this research will focus on teaching students’ vocabulary.

## **B. Some Pertinent Ideas**

### **1. Concept of vocabulary**

#### **a. Definition of Vocabulary**

Vocabulary is very necessary to study for the English language students. According to Harmer (1991) states that vocabulary was seen as incidental to min purpose of language teaching, namely the acquisition or grammatical knowledge about the language.<sup>6</sup> And then vocabulary can be defined, roughly as the words we teach in the foreign language. However A new item of vocabulary may be more than a single word: for example,

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<sup>5</sup> Nova Arianti in her thesis “*The effect of jumbled-letters game to improve vocabulary mastery of the seventh-grade students of SMPN 3 Batu*”. Jurnal. eprints.umm.ac.id (2015)

<sup>6</sup> Jeremy Harmer, *The Practice ef English Language Teaching*, (New York:Longman, 1991), p. 154.

post office and mother-in law, which are made up of two or three words but express a single idea.<sup>7</sup>

Vocabulary as an essential component of all uses of language without it. Vocabulary is one of the components of language that exist in English learning. Words are signs or symbols for ideas. They are the means by which people exchange their thoughts. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.

There are many concepts of vocabulary, some of them:

- a. Vocabulary is the stock of words used by a people, or by a particular class or person.
- b. Vocabulary is a list of collection of the words of a language, book, author, branch of science, or the like, usually in alphabetical order and defined.
- c. Vocabulary is the words of a language,
- d. Vocabulary is the sum or scope of one's expressive technique, as in arts.<sup>8</sup>
- b. Types of vocabulary

According to Ruth Gairns (1989). There were two kinds of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary is a language item which can only be recognized and comprehended in the context of reading and listening material. This item is often called passive vocabulary. Whereas productive vocabulary is the language item which

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<sup>7</sup> Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University press, 1996), p. 60

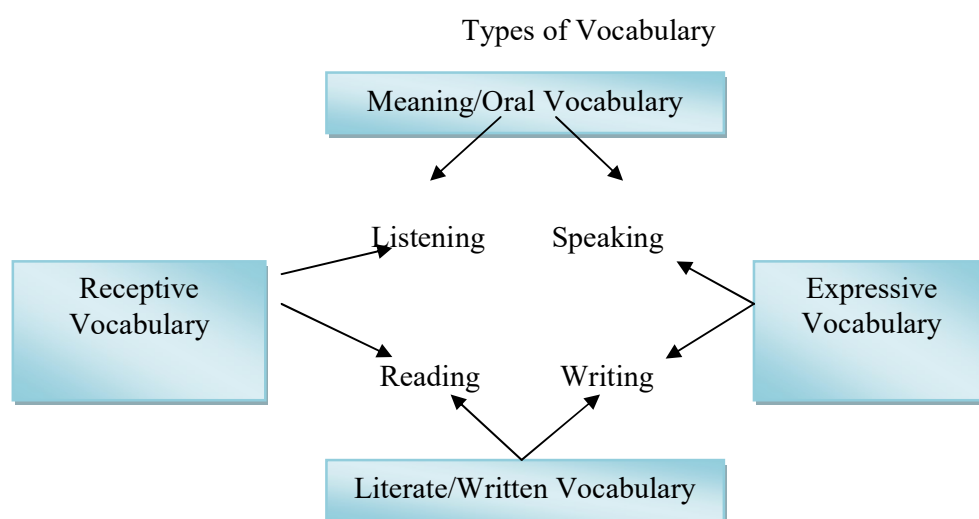
<sup>8</sup> Emyanti Hamid, *Increasing Students Vocabulary Through Poem Reading*. A Thesis S1 (pare-pare: 2004). P5.

learner can recall and use appropriately in speech and writing. It usually called active vocabulary.<sup>9</sup>

John J. Pikulski (2004). Defined vocabulary into several terms as follow:

- a. Expressive vocabulary is used to refer to both since these are the vocabularies we use to express ourselves. We “use” this vocabulary when we speak and write.
- b. Receptive vocabulary used to refer to listening and reading vocabularies. We “understand” this vocabulary when we listen to speech and we read.
- c. Meaning or oral vocabulary refers to the combination of listening and speaking vocabularies.
- d. Literate of written vocabulary refers to the combination of our reading and writing vocabularies.<sup>10</sup>

Figure 2.1 The relationship of the four different terms.



<sup>9</sup> Ruth Gairns, et. Al., *Working With Words, A Guide to Teaching And learning Vocabulary*, (4<sup>th</sup> Printed, Melbourne, Australia: Cambridge University Press), 1989, p.64

<sup>10</sup> John J. Pilkulski, et.al., *Teaching Vocabulary And Developing Vocabulary: Key to Long-Term ReadingSuccess*, (Litho, USA: Houghton Mifflin Company), 2004, p. 1, [www. EduPac.com](http://www.EduPac.com). accessed on september 2010.

### c. Kinds of vocabulary

Before knowing how to teach vocabulary any further, let us see there are many kinds of vocabulary that should be comprehend by the teachers before giving it to the students. Summarizing kinds of vocabulary elaborated by Thornbury (2002).

#### a. Word classes

Word classed is well-known as parts of speech in grammatical English. Word classes divided in two parts, namely:

##### 1). Content words

Contents words are words which refer to a things, persons, events, process, quality, state or action and which have meaning (lexical meaning) when the words are used alone. Content words can be divided in to their classes, namely:

##### a) Noun

Pora states that noun is the word which can be the name of place, and the name of things or idea.<sup>11</sup> In other hand, Fuad Mas'ud Masruddin's book said that noun is a word which represents people, thing, place, plant, animal, idea, and etc.<sup>12</sup>

##### 1). Kinds of noun

Noun in number is divided to kinds namely:

- Countable noun : pencil, book, and table.

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<sup>11</sup> Yusran Pora, *Develop Your Vocabulary Grammar Idiom*, (Yogyakarta: Pustaka Pelajar), 2003,p. 268.

<sup>12</sup> Masruddin, *A Teaching Book And Exercises, Error Analysis* ( English Study Program Of Tarbiyah Department, STAIN Palopo: LPS Press), 2010, p. 23

- Uncountable noun : rice, sugar, salt, and sand.

Countable noun divided into two kinds, they are singular noun, such as: pen, bag, etc. and plural noun, such as: pens babies, children, and mice.

## 2) Form of noun

- Concrete noun : Woman, Bandung, gold, fish.
- Abstract noun : happiness, healthy, loneliness

## 3) Gender

- Masculine : men, boys, father.
- Feminism : women, girl, mother.

## b) Verb

Verb is a word which shows the activities and the chief of word a sentence. There are four kinds of verbs namely:

### 1. Infinitive verbs

<b>Infinitive with to:</b>	<b>infinitive without to:</b>
To start	buy
To go	eat
To purpose	drink

### 2. Regular verb

<b>Infinitive</b>	<b>past tense</b>	<b>past participle</b>
Walk	walked	walked
Stay	stayed	stayed
Live	lived	lived



## 3. Irregular verb:

<b>Infinitive</b>	<b>past tense</b>	<b>past participle</b>
Bear	bore	born
Go	went	grown

## 4. Transitive verb

- She buys a book.
- He will come to my house.

## 5. Intransitive verb: bark, fall, go.

## 6. Full verb, auxiliary verb and linking verb

<b>Full verb:</b>	<b>auxiliary verb:</b>	<b>linking verb:</b>
Sing	to be	have to
Say	to do	shall
Laugh	to have	must

## c) Adjective

Adjective is the word which is used to give characteristic of thing and it is put before noun. There are ten kinds of adjectives namely:

## 1. Adjective of quality

Wealthy	regional
Fundamental	industrial
Elementary	primary

## 2. Adjective of quantity

Little	enough
Any	much

Great                      half

3. Adjective of number

Five                      few

Many                      first

Several                      all

4. Demonstrative adjective: this, that, these, those.

5. Distributive adjective: each, every, either, whose.

6. Interrogative adjective: what, which, whose.

7. Possessive adjective: your, their, its, our, my, his, her

8. Emphasizing adjective: own, very

9. Exclamatory adjective: what, e.g.: what a beauty

d) Adverb

Adverb is a word modified a verb, an adjective or another adverb or used to explain how, where, when and why an action is performed is known as an adverb. Or adverb is a word that's ads information to a verb, adjective, phrase or another adverb.<sup>13</sup>

According to A.J.Thomson and A.V.Martinet, there are eight kinds of adverbs<sup>14</sup>, they are:

1. Adverb of manner

Bravely                      fast

Happily                      quickly

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<sup>13</sup> Ibid., p.60

<sup>14</sup> AJ. Thomson et.al., *A Practical English Grammar*, (4<sup>th</sup> Edition, Oxford Universitypress), 1986, p. 47

## 2. Adverb of place

By	down
----	------

Here	near
------	------

Up	down
----	------

## 3. Adverb of time

Today	now
-------	-----

Then	early
------	-------

Tomorrow	ago
----------	-----

## 4. Adverb of frequency

Always	never
--------	-------

Twice	again
-------	-------

Often	usually
-------	---------

## 5. Adverbs of sentence

Certainly	definitely
-----------	------------

Luckily	obviously
---------	-----------

## 6. Adverb of degree

Fairly	hardly
--------	--------

Very	too
------	-----

Pretty	fully
--------	-------

## 7. Adverb of interrogative

When?	Where?
-------	--------

Why?	How?
------	------

## 8. Adverb of relative : where, when, why.

## b. Function word

Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. They are:

- a) Articles : a, an, the
  - b) Auxiliary verb : to be, to do, to have, modals
  - c) Conjunctions : and, but, either, neither, nor
  - d) Preposition : in, on, at, beside
  - e) Pronoun : subject, object, possessive
  - f) Noun determiner : the book, my book, this house
  - g) Substitute nouns : all, any, very, several
  - h) Intensifier : enough, quite, just, hardly
- c. Word families

A word family comprises the base word plus its inflexions and its most common derivatives.

- 1. Inflexion : plays, playing, played
  - 2. Derivatives : player, replay, playful.
- d. Word formation
- 1. Compounding : second-hand, word-processor, typewriter
  - 2. Blend : information + entertainment = infotainment
  - 3. Conversion : she upped and left (preposition to verb)
  - 4. Clipping : email: electronic mail, flu (influenza)
- e. Multi-words unit

Most well-known multi-words units are in the form of phrasal verbs or idioms.

1. Phrasal verb : look for, look after
2. Idioms : busy body, lips service

f. Collocation

When two words are collocates if they occur together with more than chance frequency. Examples: the biggest threat, this week, once again, once more.

g. Homonyms

Homonyms are words that share the same form but have unrelated meaning. Examples: well, left, fair. Another confusing words such as homophones with having the same sound but different meaning such as meet, meat. While the word which is the same writing but different in pronouncing called homograph such as a live concert, where do you live.

### C. Noun

1. Definition of noun

According to Fuad Mas'ud (2005) states that noun is a word which represents people, thing, place, plant, animal, idea, etc.<sup>15</sup>

2. Kinds of noun

There are four kinds of noun in English:

- a. Common nouns: dog, man, table.
- b. Proper nouns: France, Madrid, Mrs. Smith.
- c. Abstract nouns: beauty, charity, courage, fear, joy.
- d. Collective nouns: flock, group, swarm.

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<sup>15</sup> Fuad mas'ud, essential of English grammar-a practical guide, (Third Edition; Yogyakarta: BPFE-Yogyakarta, 2005). P.44.

A noun can function as:

- a. The subject of a verb: Tom arrived
- b. The complement of the verbs is, become, seem: Tom is an actor.
- c. The object of verb: I Saw Tom
- d. The object of preposition: I speak to them.

#### **D. Jumbled Letters Game**

##### **1. The Definition of Jumbled Letters Game**

According to Burner (1983) in a thesis of vocabulary to the effectiveness of jumbled letters game, he says jumbled Letters is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is “jumbled” by scrambling its letters to make an anagram. A solver reconstructs the words, and then arranges letters at marked positions in the words to spell the answer phrase to the clue. The clue and illustration always provide hints about the answer phrase. A word jumble is a common type of word puzzle in which you have a jumbled word or group of words. You must unscramble them to form a real word or phrase. Some word jumble games give you a category, such as movies or books.<sup>16</sup>

According to Leonara D. Basbas (2007). She says Jumbled letters is a strategy used to unlock the difficulty of the lesson. The teacher will prepare pieces of the paper where in each piece one letter of the term to be defined. The class will be divided into two and each group will have a representative for each term to be defined. The pieces of letters will be

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<sup>16</sup> Bruner, J. (1983), *Learning to Use Language*. New York W. W Norton & Company

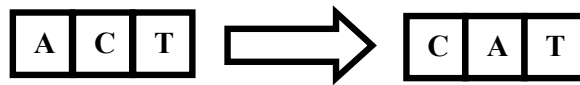
posted on the board in jumbled order. The quiz master will read the meaning then the representative will arrange the jumbled letters to define the meaning of the term. The first representative to finish arranging the jumbled letters will earn one point for their group. The group who has the highest point will be the winner.<sup>17</sup>

## 2. Kinds of Jumbled Letters Game

### a. Shuffle

It is by the shuffle existing tiles on a single line to create a new word. The students will not use any of the tiles on the line for this option. Instead, the simple scramble or shuffle the tiles already on a line to create a new word.

For example:



### b. Add

It is by adding tiles to a line to create a new word. The students may add a maximum of two tiles. The students must draw one or two new tiles from the tile bag so the students have a total of five tiles on the tray at the end of their turn. For example:




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<sup>17</sup> Leonora D. Basbas, *Learning and Living in the 21st Century*, (Philippine: Rex Book Store, Inc, 2007), p.151.

c. Shuffle and Add

It is by add tiles to a line and also shuffle those tiles on the line to create a new word. The students may add a maximum of two tiles from their tray on any given turn. The students must draw one or two new tiles from the tile bag so they have a total of five tiles on their tray at the end of their turn. For example:



3. The Advantages of Jumbled Letters Game

There are some advantages of jumbled letter game. The first, by using jumbled letters game in the teaching vocabulary, it is expected can improve the student's vocabulary writing and spelling. The second, by using jumbled letters game the students will not get bored in the teaching and learning activities. The third, by using jumbled letters games the students are able to learn the target language unconsciously. The fourth, jumbled letters games can help the students to arouse their self confident, more creatively and decrease the anxiety from acquiring the language.<sup>18</sup>

4. The Jumbled Letters Game for Teaching Vocabulary

The teacher will gives letters of a word in a jumbled form (letter jumbled) and asking the students to choose the alternative that can make a word is another test. The letters in the spelling of the word are numbered and alternatives formed by different arrangements of the number are given. There are several steps of the teaching vocabulary by using Jumbled Letters Game.

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<sup>18</sup> Gertrude Nye Dorrry, *Games For Second Language Learning*, (New York: Mc. Braw-Hill, Inc, 1966) p. 21.

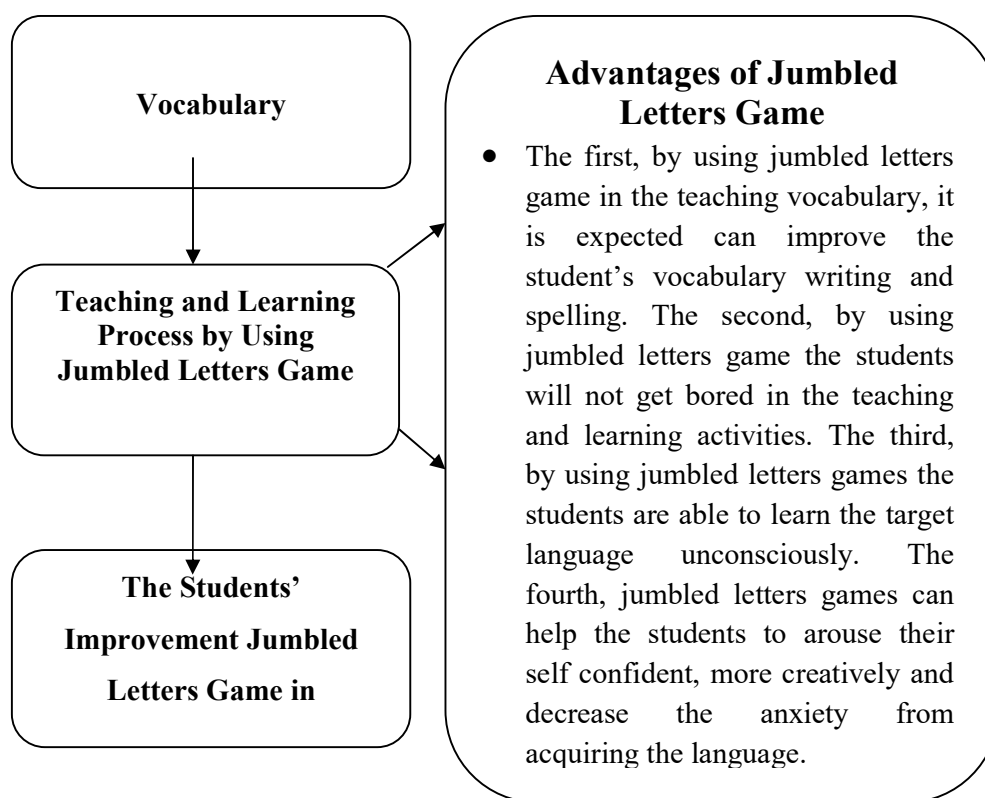


The first, every student is given letter cards; each cards containing one letter of the target words. The second, letter cards are given out of random order and that student has to arrange them in the correct word.<sup>19</sup>

### E. Conceptual Framework

In this concept of framework researcher will do some steps in completing the research phase from Vocabulary, experimental method and jumbled letters game. Under this is the design there will be a researcher in the class.

Figure 2.2 Conceptual framework



<sup>19</sup> Julia Khan, "Using Games in Teaching English To Young Learners" *Teaching English to Children*, (London: Collins, ELT, 1992), p. 142.

Based on the conceptual above, it shows that the problem of this research is students get difficulties to understand in Vocabulary. Based on the problem, the researcher use jumbled letters game to solve the problem. Jumbled letters game is kind of cooperative learning to help the students in Vocabulary. The students are dividing into a group of five students. Then, the researcher will give the material of vocabulary by jumbled letters game, and before that the researcher explains about the vocabulary of jumbled letters game to the students. And then, the researcher will give letters fragments of paper to all of groups about human characters and animals to make word by jumbled letters game. The researcher will give the time 10 minutes to arrange the letters to make a word in vocabulary.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research will apply a quasi experimental research design. Quasi experimental is involve two groups of students with pre-test and post-test design. According to Ary et al, quasi experimental is experiment research design that has lack randomization of group.<sup>20</sup> Quasi experimental needed two similar groups as the sample of the research. As Latief states that quasi experimental research is the research which takes sample from two different classes in the same grades which has similarity.<sup>21</sup> The classes are experimental group and control group.<sup>22</sup>

The experimental group is the group who teaching on vocabulary using jumbled letters game. Besides that, the control group is the groups who are not to teach vocabulary in jumbled letters game.

The researcher will use pre-test and post-test in both experimental group and control group. The aim to find out the using of jumbled letters game in improve students in vocabulary and to get the effectiveness significant by comparing the pre-test and post-test both of experimental class and control class. According to Gay and Peter Airasian (2000) that the non equivalent control group designs involves random assignment of intact

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<sup>20</sup>Donald Ary, Jacobs, LC, and Razavieh, *An Introduction to Research in Education: Third Edition* (New York: CBS College Publishing, 1985) 302.

<sup>21</sup>M. Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa* (Malang: UNM Press, 2010) 120.

<sup>22</sup>Ibid 121-171.

groups to treatments, not random assignment of individuals. Research design in this research could be seen as follows:<sup>23</sup>

**Table 3.1 Research Design**

Group	Pre-test	Treatment	Post-test
E	Y <sub>1</sub>	X <sub>1</sub>	Y <sub>2</sub>
C	Y <sub>1</sub>	X <sub>2</sub>	Y <sub>2</sub>

Where:

E : Experimental Group

C : Control Group

X<sub>1</sub> : Treatment

Y<sub>1</sub> : Pretest

Y<sub>2</sub> : posttest

## **B. Variables**

In this research, there are two categories of variables, namely:

### **1. Dependent Variable**

The dependent variable by using jumbled letters game to increase students' of vocabulary

### **2. Independent Variable**

The independent variable is improvement students' of vocabulary

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<sup>23</sup> L.R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application Sixth Edition*, New Jersey: Prentice Hall Inc., 2000., p. 36

### **C. Population and Sample**

#### **1. Population**

The population of this research is all students in seventh grade of SMPN 9 Palopo in 2019/2020 academic years that consist of 6 classes.

The totally population in seventh class are 214 students.

#### **2. Sample**

The researcher will apply purposive sampling technique. In this case, the researcher takes two classes namely class VII.2 and VII.5 at the seventh grade students of SMPN 9 Palopo as the sample. The totally students of consist in 2 class are 70 students. Both of classes will be divided into two classes, they are experimental class and control class that consists of 35 students for each class.

### **D. Instrument of the Research**

The instrument of this research is vocabulary test, the researcher will use test to measure the students' ability to understand the vocabulary before and after giving treatments. In this case, vocabulary test is objective test. The test consists of four items using jumbled letters game.

### **E. Procedure of Collecting Data**

#### **1. Pre-test**

Before doing treatment, the researcher will apply a pre-test. Students in the class joining the test. The researcher distributed to identify the student prior knowledge in Vocabulary. The researcher will give an example of Jumble Letters Game in vocabulary about noun

(animals and buildings) and adjective (human characters and animals physiques).

## **2. Treatment**

The treatment in teaching Vocabulary by Using Jumbled Letters Game consisted of six meetings. The steps in teaching Jumbled Letters Game on vocabulary are as follows:

### **1. Experimental class**

#### **a. The First Meeting,**

- 1) The researcher used jumbled letters game for the students, explain them what is the vocabulary and then what the purpose of vocabulary
- 2) Then, the researcher introduced Jumbled Letters Game and how to play.
- 3) After that, the researcher given an example of playing jumbled letters game using a word.
- 4) Then, the researcher divided the students in to 5 groups of seven.
- 5) The researcher given a letters fragment of paper to all groups about noun (animals) to make word by using jumbled letters game.
- 6) The researcher given 10 minutes to arrange the letters in the letter fragment of paper.
- 7) The researcher monitors when students speak or share information to other groups.

- 8) After finishing, the researcher asked the students to share their finding to other groups and discuss in class.
- 9) The researcher explain some words related to topics
- 10) Finally, the researcher gives score to the winning group in record time

b. The Second Meeting

- 1) The researcher gives a letters fragment of paper to all of groups about noun (buildings) to makes word by jumbled letters game.
- 2) Then, the researcher divided the students in to 5 groups of seven.
- 3) The researcher given 10 minutes to arrange the letters in the letter fragment of paper.
- 4) The researcher monitors when students speak or share information to other groups.
- 5) After finished, the researcher asked the students to share their finding to other groups and discuss in class.
- 6) The researcher explain some words related to topics
- 7) Finally, the researcher given score to the winning group in record

c. The Third Meeting

- 1) The researcher gives a letters fragment of paper to all of groups about adjective (human characters) to makes word by jumbled letters game.

- 2) Then, the researcher divided the students in to 5 groups of seven.
- 3) The researcher given 10 minutes to arrange the letters in the letter fragment of paper.
- 4) The researcher monitors when students speak or share information to other groups.
- 5) After finished, the researcher asked the students to share their finding to other groups and discuss in class.
- 6) The researcher explain some words related to topics
- 7) Finally, the researcher has given score to the winning group in record time.

d. The fourth Meeting

- 1) The researcher given a letters fragment of paper to all of groups about adjective (animal physiques) to make word by jumbled letters game.
- 2) Then, the researcher divided the students in to 5 groups of seven.
- 3) The researcher given 10 minutes to arrange the letters in the letter fragment of paper.
- 4) The researcher monitors when students speak or share information to other groups.
- 5) After finished, the researcher asked the students to share their finding to other groups and discuss in class.
- 6) The researcher explain some words related to topics



- 7) Finally, the researcher given score to the winning group in record time

## 2. Control class

The steps on teaching vocabulary in control class described as follow:

- a. The researcher explain about vocabulary, types, and give examples
- b. The researcher assigns is students to write vocabulary about adjective (Human characters) and noun (animals and buildings)
- c. The researcher asked to the students to write the answer on the board

## 3. Post-Test

The post-test is conducted to find out the students' achievement and their progress after giving the treatment about the use jumbled letters game to increase vocabulary. The researcher will give Vocabulary about noun (animals and building) and adjective (human character and animal physiques).

## F. Technique of Data Analysis

### 1. Scoring Classification

Looking for student's score, by using the following formula:

$$\text{Score} = \frac{\text{The total of the students' correct answer}}{\text{The total of items}} \times 100$$

2. The score is classified into criteria interpretation score as follows:
  - a. Excellent : 95-100 is classified as excellent
  - b. Very Good : 86-95 is classified as very good
  - c. Good : 76-85 is classified as good
  - d. Fair Good : 66-75 is classified as fair good
  - e. Fair : 56-65 is classified as fair
  - f. Poor : 36-55 is classified as poor
  - g. Very poor : 0-35 is classified as very poor.<sup>24</sup>
3. Calculating the mean score, finding out the standards deviation of the pretest and posttest computing the frequency and the rate percentage of the students' by using SPSS 20.

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<sup>24</sup>Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1998), p. 185

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The researcher achieved the data in the form of score. The score divided from the test. There where pretest and posttest. The pretest was held in 22<sup>nd</sup> July, 2019. Before giving the pretest the researcher did the treatment to experimental class (VII.2) were held in 23<sup>rd</sup> July until 05<sup>th</sup> August 2019. The last posttest held in 06<sup>th</sup> August 2019. The researcher will discuss the finding the student' vocabulary between the experimental classes were given the treatment and control class were not given the treatment.

##### **1. The Analysis of Students' Pretest Score**

In the following analysis, it would be presented research findings. The score of students' pretest was collected. The researcher discussed the finding of the students' vocabulary between the experimental class were given the treatment and control class were not given the treatment.

##### **a. The students' pretest of experimental and control class**

The pretest was conducted in order to measure the students' vocabulary in experiment control class before giving treatment by using jumbled letters game in experimental class and without Jumbled letters game in control class. The following are the description of the students' pretest score in the experimental and control class.

**Table 4.1**  
**The students' pretest of experimental class and control class**

<b>Respondent</b>	<b>Pretest of Experimental Class</b>	<b>Pretest of Control Class</b>
R1	67	53
R2	60	60
R3	73	80
R4	53	67
R5	60	53
R6	80	60
R7	53	60
R8	60	73
R9	53	60
R10	60	73
R11	60	80
R12	67	60
R13	53	67
R14	40	53
R15	60	73
R16	53	60
R17	60	53
R18	53	53
R19	80	60
R20	60	40
R21	67	53
R22	53	60
R23	40	73
R24	53	80
R25	53	53
R26	60	80
R27	73	67
R28	67	53
R29	40	60
R30	60	73
R31	67	60
R32	67	67
R33	73	53
R34	60	53
R35	80	73

Based on the table 4.1 Showed that the data result indicates that the students' pretest score of experimental and control class. The data of pretest score of experimental class showed that the data showed, 3 students

achieved score 80, 3 students achieved score 73, 6 students achieved score 67, 11 students achieved score 60, 9 students achieved score 53 and 3 students achieved score 40. While the data pretest of control class showed, 4 students achieved score 80, 6 students achieved score 73, 4 students achieved score 67, 10 students achieved score 60, 10 students achieved score 53 and 1 students achieved score 40.

b. The students' Scoring Classification of Students' Pretest score of Experimental class And Control Class

In this classification, the writer presents the frequency and percentage of the students' pretest of experimental class and control class. It shows the improvement of the students in experimental class and control class before after giving treatment by using jumbled letters game.

The following able to be the data achieved from the experimental and control class after giving treatment.

**Table 4.2**  
**Frequency and Percentage of Students Pretest of Experimental Class and Control Class**

No	Classification	Score	Pretest Of Experimental Class		Pretest Of Control Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	95-100	0	0%	0	0%
2	Very Good	86-95	0	0%	0	0%

3	Good	76-85	3	8.30%	4	11.4%
4	Fair Good	66-75	9	24.30%	10	28.60%
5	Fair	56-65	11	31.40%	10	28.60%
6	Poor	36-55	12	36%	11	31.40%
7	Very Poor	0-35	0	0%	0	0%
Total			35	100%	35	100%

Table 4.2 showed of the data of pretest in experimental and control class. The data pretest of experimental were 3 students (8.30%) in good classification, 9 students (24.30%) in fair good, 11 students (31.40%) in fair classification and 12 students (36%) in poor classification. While the data pretest of control class were 4 students (11.4%) in good classification, 10 students (28.60%) in fair good classification, 10 students (28.60%) in fair classification and 11 students (31.40%) in poor classification. And none students of both classes are excellent classification and very good classification.

c. The mean score and standard deviation of students' pretest score of experimental class and control class.

In this part, the researcher described the mean score and standard deviation in order to compare a mean score of pretest in experimental class and control class before giving treatment.

**Table 4.3**  
**The Mean Score and Standard Deviation of Students' Pretest in Experimental and Control Class**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	35	40.00	80.00	60.5143	10.33660
Pretest Control	35	40.00	80.00	62.7429	10.05380
Valid N (listwise)	35				

Table 4.3 showed there was a difference between the mean score of pretest in experimental and control class. The mean score of pretest in experimental class was 60,51 and control class was 62,74. It means the mean score of pretest in experimental class was lower than the mean score in control class ( $60,51 < 62,74$ ). The standard deviation of pretest in experimental class was higher than the standard deviation in control class ( $10,33 > 10,05$ )

d. The Calculation of t-test pretest of experimental class and control class

In this part, the researcher described the calculation of t-test paired samples statistic and paired sample t-test of pretest in experimental class and control class before giving treatment.

**Table 4.4**  
**The Paired Samples Statistic Pretest of Experimental Class and Control Class**

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest Control	62.7429	35	10.05380	1.66940

Pretest Experimental	60.5143	35	10.33660	1.74720
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The table 4.4 was described the statistical result of the experimental class and control class. From the class of the table above, N was the total of the subject data which was 35 from group experimental class and 35 from control class. It could be seen that between pretest of experimental and control class is significantly different. The mean that acquired by the experimental class was 60,5143 while the mean score of control class was 62,7429. Further the statistical hypothesis of the research was described in the table below:

**Table 4.5**  
**The Paired Samples Test Pretest of Experimental Class and Control Class**

Paired Samples Test									
		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pai	Pretest Control								
r 1	Class - Pretest	2.22	14.1879	2.39821	-2.64517	7.10232	.929	.359	
	Experimental Class	857	9				34		

Based on the result of data analysis as summarized in Table 4.5 above in pretest of experimental class and control class, the researcher found that the Probability Value is higher than alpha ( $\alpha$ ) ( $0.359 > 0.05$ ) which means that there is no significant difference in pretest of both class.



## 2. The analysis of students' posttest score

In the following analysis, it would be presented research findings.

The score of students' posttest was collected. The researcher discussed the finding of the students' vocabulary between the experimental class were given the treatment and control class were after given the treatment.

### a. The students' posttest of experimental and control class

The posttest was conducted after giving treatment in order to find out the influence of Jumbled letters game students' vocabulary in experimental and control class. The following were the description of the students' posttest score in the experimental and control class.

**Table 4.6**  
**The Students' Posttest of Experimental class and Control Class**

<b>Respondent</b>	<b>Posttest of Experimental Class</b>	<b>Posttest of Control Class</b>
R1	93	80
R2	80	87
R3	87	93
R4	80	73
R5	80	73
R6	73	87
R7	93	67
R8	87	80
R9	73	73
R10	73	80
R11	93	73
R12	80	67
R13	87	87
R14	73	73
R15	73	80
R16	87	73
R17	80	80
R18	87	87
R19	93	73
R20	80	80
R21	87	87

R22	80	93
R23	87	73
R24	80	73
R25	73	80
R26	93	73
R27	80	73
R28	87	80
R29	87	80
R30	93	73
R31	80	87
R32	80	73
R33	80	87
R34	87	67
R35	93	87

Based on the table 4.6 Showed that the data result indicates that the students' posttest score of experimental and control class. The data of posttest score of experimental class showed that the 8 students achieved score 93, 9 students achieved score 87, 12 students achieved score 80 and 6 students achieved score 73. While the data posttest of control class showed, 2 students achieved score 93, 8 students achieved score 87, 9 students achieved score 80, 13 students achieved score 73 and 3 students achieved score 67.

b. The students' Scoring Classification of Students' Posttest score of Experimental class and Control Class

In this classification, the writer presents the frequency and percentage of the students' posttest of experimental class and control class. It shows the improvement of the students in experimental class and control class after giving treatment by using jumbled letters game.

The following able to be the data achieved from the experimental and control class after giving treatment.

**Table 4.7**  
**Frequency and Percentage of Students Posttest of Experimental**  
**Class and Control Class**

No	Classification	Score	Posttest of Experimental		Posttest of Control	
			Class		Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	95-100	0	0%	0	0%
2	Very Good	86-95	18	50.35%	10	28.60%
3	Good	76-85	11	31.40%	9	24.30%
4	Fair Good	66-75	6	18.25%	16	47.10%
5	Fair	56-65	0	0%	0	0%
6	Poor	36-55	0	0%	0	0%
7	Very Poor	0-35	0	0%	0	0%
Total			35	100%	35	100%

Table 4.7 showed of the data of posttest in experimental and control class. The data pretest of experimental were 18 students (50.35%) in very good classification, 11 students (31.40%) in good classification and 6 students (18.25%) in fair good classification. While the data posttest of control class were 10 students (28.60%) in very good classification, 9 students (24.30%) in good classification and 16 students (47.10%) in fair

good classification and none students in excellent classification of experimental class.

- c. The mean score and standard deviation of students' posttest score of experimental class and control class.

In this part the researcher described the mean score and standard deviation in order to compare a mean score of posttest. In experimental class and control class after giving treatment.

**Table 4.8**  
**The Mean Score and Standard Deviation of Students' Posttest**  
**in Experimental and Control Class**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Experimental	35	73.00	93.00	83.4000	6.77886
Posttest Control	35	67.00	93.00	78.6286	7.29257
Valid N (listwise)	3				
	5				

Table 4.8 showed there was a difference between the mean score of posttest in experimental and control class. The mean score of posttest in experimental class was 83,4 and control class was 78,6. It means the mean score of pretest in experimental class was higher than the mean score in control class ( $83,4 > 78,6$ ). The standard deviation of posttest in experimental class was lower than the standard deviation in control class ( $6.77 < 7.29$ ).

- d. The Calculation of t-test posttest of experimental class and control class

In this part, the researcher described the calculation of t-test paired samples statistic and paired sample t-test of pretest in experimental class and control class after giving treatment.

**Table 4.9**  
**The Paired Samples Statistic of Posttest in Experimental Class and Control Class**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest Control	78,6286	35	7,29257	1,23267
	Posttest Experimental	83,4000	35	6,77886	1,14584

Table 4.9 described the statistical result of the posttest experimental class and control class. From the class of the table above, N was the total of the subject data which was 35 from class experimental class and 35 from control class. It could be seen that between posttest of experimental class and control class is significantly different. The mean that acquire by the experimental group was 83,4000 while the mean score of control class was 78,6286.

Further the statistical hypothesis of the research was described in the table below:

**Table 4.10**  
**The Paired Samples Test of Posttest in Experimental Class and Control Class**

Paired Samples Test							
	Paired Differences				T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			

Posttest_Contr ol - Posttest_Expe rimental	-4,77143	10,47711	1,77095	- 8,37044	- 1,17242	-2,694	34	,011
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Based on the result of data analysis as summarized in Table 4.10 above in pretest of control and experimental group, the researcher found that the Probability Value is lower than alpha ( $\alpha$ ) ( $0.011 < 0.05$ ) which means that there is significant difference in posttest of both classes. Thus, jumbled letters game was not effective in teaching vocabulary.

## B. Discussion

Based on the finding of the research it was found that the students who were taught by using Jumbled letters game to increase students' vocabulary. It was proven by the mean score between experimental class and control class increased. Leonara D. Basbas says Jumbled letters is a strategy used to unlock the difficulty of the lesson. The teacher will prepare pieces of the paper where in each piece one letter of the term to be defined. The class will be divided into two and each group will have a representative for each term to be defined. The pieces of letters will be posted on the board in jumbled order. Then, this game can be effective to increase students' vocabulary where jumbled letters game also makes students' to understanding.<sup>25</sup>

In this part the researcher take 3 students as the representation who has different ability are students A, B, and C. from these three students' was

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<sup>25</sup> Leonora D. Basbas, *Learning and Living in the 21st Century*, (Philippine: Rex Book Store, Inc, 2007), p.151.

different comparison on vocabulary of jumbled letters game are medium, height, and low in experimental class. The first student is student (A). The researcher found some vocabulary that was answered correctly students in pretest. Because she always answers good question on multiple choice and matching images. Besides that, after the research gives a treatment and researcher continued a test of posttest, she is answered 10 questions correctly in pretest and 14 question correctly in posttest.

The second student is student (B), this student has a very moderate ability to answer and make a word by scrambled letters game. Before the researcher give before and after treatment, he answered well 11 questions correctly in pretest and 13 question correctly in posttest

The third students is students (C), this third students had a very different comparison between the two students above. Because, he has pretty low from the students A and student B. Then the researcher before after give a treatment of jumbled letters game on vocabulary, she answered 9 questions correctly in pretest and 11 questions correctly in posttest.

In control class the researcher found different from the experimental class. Where class controlled has a mild vocabulary understanding. Besides that after the researcher give a treatment in control class, researchers found some students who did not yet understand a correctly vocabulary.

In this research, there were previous researchers; the first Evita Zahara conducted research under the title title: *“Improving English vocabulary mastery using jumbled letters game”*. In academic year 2013/2014. She is using class action research method in her thesis and she is used two cycles.

The differences between Evita Zahara research and this research were in the material and instrument of the research. The material of Evita zahara's research was vocabulary mastery and this research focused in English vocabulary. Both of the researches use class action research method (CAR). The similarities between Evita Zahara's research and this research are improving English vocabulary mastery.

The second research is Heri Santoso, conducted research under the title *"The Effectiveness of Jumbled Letters Game on the Vocabulary Achievement Scores of Third Grade Students of SDN-VIII Menteng Palangkaraya"* in academic year 2014. The differences between Heri Santoso's research the result of t-test using manual calculation showed that the value using SPSS 17.0 and the target treatment on vocabulary are 20 targets. The similarities Heri Santoso's research using quasi experimental method in effectiveness of jumbled letters game on the vocabulary achievement scores.

The third research is Nova Arianti conducted research under the title *"The effect of jumbled-letters game to improve vocabulary mastery of the seventh-grade students of SMPN 3 Batu"* (2015). And then she focused on effective of vocabulary to improving vocabulary. The differences between Nova Arianti's is as experimental group class D which consist of 32 students' and class E which consist of 31 students as control class. The similarities between Nova Arianti's research this research focused on effective of vocabulary to improving vocabulary mastery and she is using quasi experimental method.

Based on explanation of the previous researchers above the result of pretest before using Jumbled letters game was implemented was lower than



after giving Jumbled letters game was implemented. After getting the result of posttest, it was found that there were significant differences between the experimental class and control class. It can be seen from table 4.10 that sig. (2-tailed) the score was 0,011 higher than 0,05. Therefore, it could be seen that  $p < \alpha$  ( $0.011 < 0.05$ ) which mean  $H_0$  is rejected and  $H_1$  is accepted. It means, using jumbled letters game is not effective in teaching vocabulary but using jumbled game is to consolidated of theories in teaching vocabulary in English learning.

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

#### **A. Conclusion**

The result of this research found that there is a significant effect o Jumbled letters game in teaching vocabulary. In other word, using jumbled letters game is not effective to increase students' vocabulary. After presenting and analyzing data in the previous chapter, the researcher accomplishes to the conclusion as follow: there was a significance influence using Jumbled letters game to increase students' vocabulary. That is, Jumbled letters game can give a significant influence toward students' vocabulary. It was supported by the scores achieved by the students in which they got high after the researcher gave the treatment Jumbled letters game as a media for teaching vocabulary. The significant can be seeing from the researcher found that the Probability Value is higher than alpha ( $\alpha$ ) ( $0.011 < 0.05$ ) which means that there is significant difference in posttest of both class. Thus, jumbled letters games were not effective in teaching vocabulary but using jumbled game is to consolidated of theories in teaching vocabulary in English learning.

#### **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestion.

1. Suggestion for the teacher
  - a) The teacher should realize the technique using in teaching learning is an important thing that can improve students' motivation in learning. The researcher a recommended to use Jumble letters

game in teaching vocabulary in order to make students easier in understanding vocabulary.

- b) The teacher should give that the instruction clearly when using games as media in teaching English. So, it makes students understand how to play the games.

## 2. Suggestion for the students

- a) The students also can use Jumbled letters game with their friend or their teacher in other lesson with different rules.
- b) The students have to use the alternative way to help students in understanding the vocabulary such as Jumbled letters game because the effectiveness of using Jumbled letters game has been evidenced

## 3. Suggestion for the next researcher

In this research, the researcher used Jumbled letters game to teach students of junior high school, especially in teaching vocabulary (animal, building, human character and animal physique). Further the researcher can conduct this media on this media on different level students and different of material.

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# A P P E N D I C E S

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan pendidikan** : SMPN 9 PALOPO  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VII (Tujuh)  
**Tahun pembelajaran** : 2019/2020  
**Alokasi Waktu** : 60 menit x 2  
**Topik** : Noun (animals)  
**Pertemuan** : I (Pertama)

### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengelola, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan indikator pencapaian kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.4 Mengidentifikasi fungsi social, struktur teks, dan unsure kebahasaan teks interaksi	3.4.1 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi

<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama, jumlah binatang, benda, dan bangunan public yang dekat dengan siswa sesuai dengan konteksnya (perhatiak unsure kebahasaan Kosa kata terkait <i>article a, an and the</i>.</p>	<p>transaksional lisan dan tulisan mengenai kata noun (animals) melalui <i>games jumbled letters</i> dengan teman kelompok dan guru</p> <p>3.4.2 Membedakan fungsi social, struktur teks, dan unsure kebahasaan interaksi transaksional lisan dan tulisan dengan memberi dan meminta informasi terkait <i>game jumbled letters</i> menggunakan kosa kata terkait <i>article (a, an and the)</i> bentuk jamak (-s) atau (-es)</p>
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### C. Tujuan Pembelajaran

Pada awal dan akhir pembelajaran, siswa diharapkan dapat:

- Mengidentifikasi kosa kata noun (animals)
- Menyusun huruf yang telah diacak dalam mebuat kosa kata dan menjelaskan artinya.
- Mengubah bentuk tunggal menjadi bentuk jamak menggunakan (-s), (-es) dan (-ies)
- Penggunaan kata penunjuk *this, that, these and those*

### D. Materi Pembelajaran

#### ➤ Materi Pembelajaran Reguler

##### 1. Kata Noun (Animals)

- |            |            |
|------------|------------|
| a. Bird    | f. Dog     |
| b. Fish    | g. Cow     |
| c. Chicken | h. Rabbit  |
| d. Tiger   | i. Monkey  |
| e. Bear    | j. Buffalo |



- **Singular**                      **Plural (-s)**
  - a. Bird                              Birds
  - b. Chicken                        Chickens
  - c. Tiger                            Tigers
  - d. Bear                             Bears
  - e. Dog                              Dogs
  - f. Fish                              Fish
  - g. Rabbit                          Rabbits
  - h. Monkey                        Monkeys
  - i. Cow                              Cows
- **Singular**                      **Plural (-es)**
  - Buffalo                        Buffaloes

2. Siswa diminta untuk mengidentifikasi teks dibawah ini dal bentuk kata benda dan membedakan yang mana masuk singular dan plural.



### **PANDA**

I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little eyes with black spots around them. His body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like Panda because they're cute.

Singular (-ies)	Plural (-s)	Plural (-es)	Plural
- Panda	Animals		
- Animal	Eyes		
- Bamboo			
- Bear			
- China			
- Body			

3. Siswa diminta untuk mengungkapkan kata benda dengan menggunakan kata tunjuk dekat dan jauh

a. This and that

- |                      |                   |
|----------------------|-------------------|
| 1. This is my dog    | That is my dog    |
| 2. This is a chicken | That is a chicken |

b. These and those

- |                       |                    |
|-----------------------|--------------------|
| 1. These are my dogs  | Those are my dogs  |
| 2. These are chickens | Those are chickens |

#### E. Metode pembelajaran

Pendekatan : Scientific Learning atau 5 M (mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan).

Model Pembelajaran : Grouping

#### F. Media dan Bahan

- Media pembelajaran
  - Papan tulis
  - Spidol
  - Lembar permainan (jumbled letters)

#### G. Langkah-langka Pembelajaran

Pertemuan ( 2x60 menit)	Waktu
Kegiatan Pendahuluan/Awal	15

<b>Guru:</b>	<b>Menit</b>
<p><b>Orientsasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan material tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya pada kelas VII</li> <li>• Meningkatkan Kembali Materi Prasyarat Dengan Bertanya</li> <li>• Mengajukan Pertanyaan Yang Ada Keterkaitannya Dengan Pelajaran yang akan dilakukan</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari yang akan dipelajari</li> <li>• Apabila materi/tema/projek ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menyusun kosa kata melalui game</li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar</li> </ul>	

sesuai dengan langkah langkah pembelajaran		
<b>Kegiatan inti</b>		<b>90 Menit</b>
<b>Saintifik Metode Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	
Mengamati (Observing)	<p>Peserta didik diberi motivasi untuk memusatkan perhatian pada topik</p> <ul style="list-style-type: none"> <li>• Noun (Animals) Dengan cara: Melihat dan menyusun kosakata (memperlihatkan permainan mengenai jumbled letters)</li> </ul> <ol style="list-style-type: none"> <li>a. Peserta didik diminta dibagi menjadi 5 kelompok</li> <li>b. Guru membagikan lembaran kertas yang berisi huruf alphabet secara acak pada setiap kelompok</li> <li>c. Setiap kelompok diminta untuk menuliskan huruf yg telah diacak dan disusun secara benar diatas kertas yang disediakan sesuai dengan artinya</li> <li>d. Guru memberikan waktu selama 10 menit untuk mengatur huruf-huruf yang diacak menjadi nama-nama hewan.</li> </ol>	

Menanya (question)	<ul style="list-style-type: none"> <li>a. Setiap perwakilan kelompok diminta naik kedepan untuk mempersentasikan hasil kelompoknya</li> <li>b. Setiap kelompok Mendengarkan apa yang disampaikan oleh kelompok lain mengenai hasil persentasi mereka.</li> <li>c. Masing-masing perwakilan kelompok dipersilahkan untuk bertanya kepada kelompok yang telah pesentasi</li> <li>d. Untuk kelompok yang pesrsentasi akan dipersilahkan untuk menjawab pertanyaan dari kelompok yang mengajukan pertanyaan</li> <li>e. Masing-masing kelompok Mengamati hasil kerja kelompoknya</li> <li>f. peneliti akan memberikan skor kepada masing-masing kelompok yang jawabannya benar</li> <li>g. dipilihlah kelompok dengan pemegang skor yang tertinggi dengan waktu yang cepat</li> </ul>	
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Mengumpulkan informasi	<ul style="list-style-type: none"> <li>a. masing-masing kelompok mengemukakan kata benda hasil kerja kelompok</li> <li>b. guru menjelaskan bentuk tunggal dan bentuk jamak kata benda</li> </ul>	
Mengasosiasi	<ul style="list-style-type: none"> <li>a. masing-masing kelompok diminta mengidentifikasi bentuk tunggal dan bentuk jamak yg ada dalam teks</li> <li>b. masing-masing kelompok mempersentasikan hasil kerjanya. Kelompok lain memberikan tanggapan</li> <li>c. guru memberikan penjelasan dan penguatan berkaitan dengan bentuk tunggal dan bentuk jamak kata benda yang ada dalam teks</li> </ul>	
Mengkomunikasikan	<ul style="list-style-type: none"> <li>a. melatih siswa mengungkapkan keberadaan benda yang dekat dengan menggunakan kata <i>this</i> and <i>that</i></li> <li>b. melatih siswa mengungkapkan keberadaan benda yang dekat dengan menggunakan kata <i>these</i> and <i>those</i></li> </ul>	

<p><b>Kegiatan Penutup</b></p> <p>Peneliti:</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan semua kelompok yang selesai mengerjakan hasil permainan kosakatanya</li> <li>• Menanyakan kesulitan siswa dalam belajar kosa kata melalui game (jumbled letters)</li> <li>• Menyimpulkan materi</li> </ul> <p>Penilaian:</p> $Score = \frac{Total\ correct\ answer}{total\ test\ items} \times 100$ <p><b>Catatan:</b></p> <p>Selama pembelajaran berlangsung, peneliti mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu dan peduli lingkungan)</p>	<p><b>15</b></p> <p><b>Menit</b></p>
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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan pendidikan** : SMPN 9 PALOPO  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VII (Tujuh)  
**Tahun pembelajaran** : 2019/2020  
**Alokasi Waktu** : 60 menit x 2  
**Topik** : Noun (Buildings)  
**Pertemuan** : II (Kedua)

### H. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengelola, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### I. Kompetensi Dasar dan indikator pencapaian kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.4 Mengidentifikasi fungsi social, struktur teks, dan unsure kebahasaan teks interaksi	3.4.1 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi



<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama, jumlah binatang, benda, dan bangunan public yang dekat dengan siswa sesuai dengan konteksnya (perhatiak unsure kebahasaan Kosa kata terkait <i>article a, an and the</i>.</p>	<p>transaksional lisan dan tulisan mengenai kata noun (buildingss) melalui <i>games jumbled letters</i> dengan teman kelompok dan guru</p> <ul style="list-style-type: none"> <li>• 3.4.2 Membedakan fungsi social, struktur teks, dan unsure kebahasaan interaksi transaksional lisan dan tulisan dengan memberi dan meminta informasi terkait <i>game jumbled letters</i> menggunakan kosa kata terkait bentuk jamak (-s) atau (-es) dan Penggunaan kata penunjuk <i>this, that, these and those</i></li> </ul>
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## J. Tujuan Pembelajaran

Pada awal dan akhir pembelajaran, siswa diharapkan dapat:

- Mengidentifikasi kosa kata noun (buildings)
- Menyusun huruf yang telah diacak dalam mebuat kosa kata dan menjelaskan artinya.
- Mengubah bentuk tunggal menjadi bentuk jamak menggunakan (-s), (-es) dan (-ies)
- Penggunaan kata penunjuk *this, that, these and those*

## K. Materi Pembelajaran

### ➤ Materi Pembelajaran Reguler

#### 4. Kata Noun (Buildings)

f. School

g. Office

f. Mosque

g. Church

h. Market	h. Restaurant
i. Temple	i. Airport
j. Hospital	j. Bridge
• <b>Singular</b>	<b>Plural (-s)</b>
j. School	Schools
k. Market	Markets
l. Hospital	Hospitals
m. Restaurant	Restaurants
n. Airport	Airports
o. Bridge	Bridges
p. Office	Offices
q. Mosque	Mosques
r. Bridge	Bridges
• <b>Singular</b>	<b>Plural (-es)</b>
- Church	Churches

5. Siswa diminta untuk mengidentifikasi teks dibawah ini dal bentuk kata benda dan membedakan yang mana masuk singular dan plural.



### Library

A library is a place where we can borrow books. Do you think it is interesting to go to a library? A library has many kinds of books. There are school books, story books, dictionaries and others. In big libraries we can go round and choose books we want. In small libraries we must ask the man

in charge for what we want. Some belongs to institutions, for example, companies, churches, schools, and universities. Also person bookshelves at home can have many books and be a library.

<b>Singular (-ies)</b>	<b>Plural (-s)</b>	<b>Plural (-es)</b>	<b>Plural</b>
- Library	Books	Churches	
companies			
- Home	Schools	Bookshelves	
libraries			
-	School Books		
universities			
-	Institutions		
-	Story Books		

6. Siswa diminta untuk mengungkapkan kata benda dengan menggunakan kata tunjuk dekat dan jauh

c. This and that

- |                     |                  |
|---------------------|------------------|
| 3. This is school   | That is school   |
| 4. This is hospital | That is hospital |

d. These and those

- |                        |                     |
|------------------------|---------------------|
| 3. These are schools   | Those are schools   |
| 4. These are hospitals | Those are hospitals |

#### L. Metode pembelajaran

Pendekatan : Scientific Learning atau 5 M (mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan).

Model Pembelajaran : Grouping

#### M. Media dan Bahan

- Media pembelajaran
  - Papan tulis

- Spidol
- Lembar permainan (jumbled letters)

#### N. Langkah-langka Pembelajaran

Pertemuan ( 2x60 menit)	Waktu
<p style="text-align: center;"><b>Kegiatan Pendahuluan/Awal</b></p> <p><b>Guru:</b></p> <p><b>Orientsasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan material tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya pada kelas VII</li> <li>• Meningkatkan Kembali Materi Prasyarat Dengan Bertanya</li> <li>• Mengajukan Pertanyaan Yang Ada Keterkaitannya Dengan Pelajaran yang akan dilakukan</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari yang akan dipelajari</li> <li>• Apabila materi/tema/projek ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menyusun kosa kata melalui game</li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada</li> </ul>	<b>15 Menit</b>

<p>pertemuan saat itu</p> <ul style="list-style-type: none"> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah langkah pembelajaran</li> </ul>		
<b>Kegiatan inti</b>		<b>90 Menit</b>
<b>Saintifik Metode Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	
Mengamati (Observing)	<p>Peserta didik diberi motivasi untuk memusatkan perhatian pada topik</p> <ul style="list-style-type: none"> <li>• Noun (Buildingss)</li> </ul> <p>Dengan cara:</p> <p>Melihat dan menyusun kosakata (memperlihatkan permainan mengenai jumbled letters)</p> <p>e. Peserta didik diminta dibagi menjadi 5 kelompok</p> <p>f. Guru membagikan lembaran kertas yang berisi huruf alphabet secara acak pada setiap kelompok</p> <p>g. Setiap kelompok diminta untuk menuliskan huruf yg telah diacak dan disusun secara benar diatas kertas yang disediakan sesuai dengan artinya</p>	

	<p>h. Guru memberikan waktu selama 10 menit untuk mengatur huruf-huruf yang diacak menjadi nama-nama Bangunan.</p>	
Menanya (question)	<p>h. Setiap perwakilan kelompok diminta naik kedepan untuk mempersentasikan hasil kelompoknya</p> <p>i. Setiap kelompok Mendengarkan apa yang disampaikan oleh kelompok lain mengenai hasil persentasi mereka.</p> <p>j. Masing-masing perwakilan kelompok dipersilahkan untuk bertanya kepada kelompok yang telah pesentasi</p> <p>k. Untuk kelompok yang pesrsentasi akan dipersilahkan untuk menjawab pertanyaan dari kelompok yang mengajukan pertanyaan</p> <p>l. Masing-masing kelompok Mengamati hasil kerja kelompoknya</p> <p>m. peneliti akan memberikan skor kepada masing-masing kelompok yang jawabannya benar</p>	

	n. dipilihlah kelompok dengan pemegang skor yang tertinggi dengan waktu yang cepat	
Mengumpulkan informasi	<p>c. masing-masing kelompok mengemukakan kata benda hasil kerja kelompok</p> <p>d. guru menjelaskan bentuk tunggal dan bentuk jamak kata benda</p>	
Mengasosiasi	<p>d. masing-masing kelompok diminta mengidentifikasi bentuk tunggal dan bentuk jamak yg ada dalam teks</p> <p>e. masing-masing kelompok mempersentasikan hasil kerjanya. Kelompok lain memberikan tanggapan</p> <p>f. guru memberikan penjelasan dan penguatan berkaitan dengan bentuk tunggal dan bentuk jamak kata benda yang ada dalam teks</p>	
Mengkomunikasikan	<p>c. melatih siswa mengungkapkan keberadaan benda yang dekat dengan menggunakan kata <i>this</i> and <i>that</i></p> <p>d. melatih siswa mengungkapkan keberadaan</p>	

	benda yang dekat dengan menggunakan kata <i>these</i> and <i>those</i>	
<p style="text-align: center;"><b>Kegiatan Penutup</b></p> <p>Peneliti:</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan semua kelompok yang selesai mengerjakan hasil permainan kosakatanya</li> <li>• Menanyakan kesulitan siswa dalam belajar kosa kata melalui game (jumbled letters)</li> <li>• Menyimpulkan materi</li> </ul> <p>Penilaian:</p> $Score = \frac{Total\ correct\ answer}{total\ test\ items} \times 100$ <p><b>Catatan:</b></p> <p>Selama pembelajaran berlangsung, peneliti mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu dan peduli lingkungan.</p>		<p><b>15</b></p> <p><b>Menit</b></p>



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan pendidikan** : SMPN 9 PALOPO  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VII (Tujuh)  
**Tahun pembelajaran** : 2019/2020  
**Alokasi Waktu** : 60 menit x 2  
**Topik** : Adjective (Human Characters)  
**Pertemuan** : III (Tiga)

### O. Kompetensi Inti

9. Menghargai dan menghayati ajaran agama yang dianutnya.
10. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
11. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
12. Mencoba, mengelola, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### P. Kompetensi Dasar dan indikator pencapaian kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang	4.5.1 Menyajikan informasi terkait fungsi bahasa dan unsure kebahasaan dalam membuat

melibatkan tindakan memberi dan meminta informasi terkait nama sifat orang dan binatang dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaan teks.	<p>kosa kata.</p> <p>4.5.2 Membuat dan menyusun huruf melalui lembaran kertas yang telah diacak dalam membangun kosa kata terkait dengan kata sifat (<i>Human Characters</i>)</p> <p>4.5.3 Menulis dan menyusun huruf yang diacak dengan meminta dan memberi pendapat pada teman kelompoknya mengenai <i>game jumble letters</i> untuk membuat kosa kata tentang kata sifat</p>
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### Q. Tujuan Pembelajaran

Pada awal dan akhir pembelajaran, siswa diharapkan dapat:

- Mengidentifikasi kosa kata Sifat (*Human Characters*)
- Menyusun huruf yang telah diacak dalam mebuat kosa kata dan menjelaskan artinya.
- Menyusun kalimat adjective dalam bentuk phrase

### R. Materi Pembelajaran

#### ➤ Materi Pembelajaran Regular

#### 7. Kata Sifat (*Human Characters*)

- |            |            |
|------------|------------|
| k. Patient | f. Sad     |
| l. Happy   | g. Polite  |
| m. Honest  | h. Kind    |
| n. Angry   | i. Jealous |
| o. Smart   | j. Stupid  |

8. Siswa diminta untuk menidentifikasi teks dalam paragraph untuk mencari kata sifat dengan benar

### **My Sister**

My sister is four years older than me. Her name is Putu Erna Damayanti. I usually call her Mbok Tu. “Mbok” is a Balinese nick name for calling an elder sister.

She has the same hair like my mother, black and quite curly. My sister, mother and I have almost the same body tall. Her height is about 157 cm. Like our father, she is a government employee. She wears glasses for helping her see clearly. She occasionally wears contact lenses. We fought a lot when we were kids. She is a kind sister though and she is very beautiful and cute.

#### **Adjective:**

- a. Quite curly
- b. Black
- c. Body tall
- d. Clearly
- e. Kind
- f. Beautiful
- g. Cute

9. Siswa diminta untuk membentuk kata sifat dalam bentuk frasa dan kalimat

a. Adjective dalam phrase

- Patient                      A patient man
- Angry                        The Angry Bird
- Happy                        The Happy Boy

b. Adjective dalam kalimat

- Patient                      She is patient
- Angry                        He is angry
- Happy                        Sarah is Happy

10. Jodohkan kata berikut menjadi phrase yg benar

- Beautiful                      - Boy
- Cute                            - Clown

- Handsome - Girl
- Funny - Woman
- a. Beautiful woman
- b. Cute girl
- c. Handsome boy
- d. Funny clown

#### S. Metode pembelajaran

Pendekatan : Scientific Learning atau 5 M (mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan).

Model Pembelajaran : Grouping

#### T. Media dan Bahan

- Media pembelajaran
  - Papan tulis
  - Spidol
  - Lembar permainan (jumbled letters)

#### U. Langkah-langka Pembelajaran

Pertemuan ( 2x60 menit)	Waktu
<p style="text-align: center;"><b>Kegiatan Pendahuluan/Awal</b></p> <p><b>Guru:</b></p> <p><b>Orientsasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan material tema/kegiatan pembelajaran yang akan</li> </ul>	<b>15 Menit</b>

<p>dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya pada kelas VII</p> <ul style="list-style-type: none"> <li>• Meningkatkan Kembali Materi Prasyarat Dengan Bertanya</li> <li>• Mengajukan Pertanyaan Yang Ada Keterkaitannya Dengan Pelajaran yang akan dilakukan</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari yang akan dipelajari</li> <li>• Apabila materi/tema/projek ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menyusun kosa kata melalui game</li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah langkah pembelajaran</li> </ul>		
<b>Kegiatan inti</b>		<b>90 Menit</b>
<b>Saintifik Metode Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	
Mengamati (Observing)	<p>Peserta didik diberi motivasi untuk memusatkan perhatian pada topik</p> <ul style="list-style-type: none"> <li>• Adjective (Human Characters)</li> </ul>	

	<p>Dengan cara:</p> <p>Melihat dan menyusun kosakata (memperlihatkan permainan mengenai jumbled letters)</p> <ol style="list-style-type: none"> <li>i. Peserta didik diminta dibagi menjadi 5 kelompok</li> <li>j. Guru membagikan lembaran kertas yang berisi huruf alphabet secara acak pada setiap kelompok</li> <li>k. Setiap kelompok diminta untuk menuliskan huruf yg telah diacak dan disusun secara benar diatas kertas yang disediakan sesuai dengan artinya</li> <li>l. Guru memberikan waktu selama 10 menit untuk mengatur huruf-huruf yang diacak menjadi kata sifat</li> </ol>	
Menanya (question)	<ol style="list-style-type: none"> <li>o. Setiap perwakilan kelompok diminta naik kedepan untuk mempersentasikan hasil kelompoknya</li> <li>p. Setiap kelompok Mendengarkan apa yang disampaikan oleh kelompok lain mengenai hasil persentasi mereka.</li> <li>q. Masing-masing perwakilan kelompok dipersilahkan untuk bertanya kepada</li> </ol>	

	<p>kelompok yang telah pesentasi</p> <p>r. Untuk kelompok yang pesrsentasi akan dipersilahkan untuk menjawab pertanyaan dari kelompok yang mengajukan pertanyaan</p> <p>s. Masing-masing kelompok Mengamati hasil kerja kelompoknya</p> <p>t. peneliti akan memberikan skor kepada masing-masing kelompok yang jawabannya benar</p> <p>u. dipilihlah kelompok dengan pemegang skor yang tertinggi dengan waktu yang cepat</p>	
Mengumpulkan informasi	<p>e. masing-masing kelompok mengemukakan kata sifat (Human Characters) hasil kerja kelompoknya</p> <p>f. guru menjelaskan posisi kata sifat daalaam phrasa dan kalimat</p>	
Mengasosiasi	<p>masing-masing kelompok diminta mengidentifikasi kat sifat (human Character) yg telah disediakan</p>	

Mengkomunikasikan	melatih siswa menjodohkan kata yang disiapkan menjadi kata yang benar	
<p style="text-align: center;"><b>Kegiatan Penutup</b></p> <p>Peneliti:</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan semua kelompok yang selesai mengerjakan hasil permainan kosakatanya</li> <li>• Menanyakan kesulitan siswa dalam belajar kosa kata melalui game (jumbled letters)</li> <li>• Menyimpulkan materi</li> </ul> <p>Penilaian:</p> $Score = \frac{Total\ correct\ answer}{total\ test\ items} \times 100$ <p><b>Catatan:</b></p> <p>Selama pembelajaran berlangsung, peneliti mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu dan peduli lingkungan)</p>		<p><b>15</b></p> <p><b>Menit</b></p>



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Satuan pendidikan</b>	<b>: SMPN 9 PALOPO</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas</b>	<b>: VII (Tujuh)</b>
<b>Tahun pembelajaran</b>	<b>: 2019/2020</b>
<b>Alokasi Waktu</b>	<b>: 60 menit x 2</b>
<b>Topik</b>	<b>: Adjective (Animal Physiques)</b>
<b>Pertemuan</b>	<b>: IV (Keempat)</b>

### V. Kompetensi Inti

13. Menghargai dan menghayati ajaran agama yang dianutnya.
14. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
15. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
16. Mencoba, mengelola, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### W. Kompetensi Dasar dan indikator pencapaian kompetensi (IPK)

<b>Kompetensi Dasar (KD)</b>	<b>Indikator Pencapaian Kompetensi (IPK)</b>
4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang	4.5.1 Menyajikan informasi terkait fungsi bahasa dan unsure kebahasaan dalam membuat

<p>melibatkan tindakan memberi dan meminta informasi terkait nama sifat orang dan binatang dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaan teks.</p>	<p>kosa kata.</p> <p>4.5.2 Membuat dan menyusun huruf melalui lembaran kertas yang telah diacak dalam membangun kosa kata terkait dengan kata sifat (<i>Animal Physiques</i>)</p> <p>4.5.3 Menulis dan menyusun huruf yang diacak dengan meminta dan memberi pendapat pada teman kelompoknya mengenai <i>game jumble letters</i> untuk membuat kosa kata tentang kata sifat</p>
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## X. Tujuan Pembelajaran

Pada awal dan akhir pembelajaran, siswa diharapkan dapat:

- Mengidentifikasi kosa kata Sifat (*Animal Physiques*)
- Menyusun huruf yang telah diacak dalam mebuat kosa kata dan menjelaskan artinya.
- Menyusun kalimat adjective dalam bentuk phrase

## Y. Materi Pembelajaran

### ➤ Materi Pembelajaran Regular

#### 11. Kata Sifat (Human Characters)

- |              |           |
|--------------|-----------|
| p. Big       | f. Brushy |
| q. Ferocious | g. Fuzzy  |
| r. Small     | h. Long   |
| s. Strong    | i. Tall   |
| t. Slow      | j. Cute   |

12. Siswa diminta untuk menidentifikasi teks dalam paragraph untuk mencari kata sifat dengan benar

### **My Little Brother's Chubby Rabbit**

My little brother has a rabbit. It is a female rabbit. Her name is Mondy. He called her Mondy because her face is very cute. She is a tame animal.

She has fat body. All of her coat color is bright brown. Her ears are floppy and they are also bright brown. She has chubby cheeks. She also has four legs, whiskers, and tail. Her eyes color is black, while her fur color is bright brown and very soft. She is a sweet rabbit.

She likes to eat carrot. She also likes hopping around house and likes to play on grassy yard. Her behavior is so amusing that can make me laugh. My little brother always spends his time together with her. He loves to play together with his rabbit.

#### **Adjective:**

- h. Cute
- i. Fat
- j. Bright brown
- k. Floppy
- l. Chubby cheeks
- m. Beautiful
- n. Black
- o. Soft
- p. Sweet Rabbit

13. Siswa diminta untuk membentuk kata sifat dalam bentuk frasa dan kalimat

#### **c. Adjective dalam phrase**

- Cut                      A cute dog
- Big                      The big animal
- Slow                      The slow turtle

#### **d. Adjective dalam kalimat**

- Cute                      The cat is cute

- Big                      Elephant is very big
- Slow                    Snail is very slow

## Z. Metode pembelajaran

Pendekatan : Scientific Learning atau 5 M (mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan).

Model Pembelajaran : Grouping

## AA. Media dan Bahan

- Media pembelajaran
  - Papan tulis
  - Spidol
  - Lembar permainan (jumbled letters)

## BB. Langkah-langka Pembelajaran

Pertemuan ( 2x60 menit)	Waktu
<p style="text-align: center;"><b>Kegiatan Pendahuluan/Awal</b></p> <p><b>Guru:</b></p> <p><b>Orientsasi</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan material tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya pada kelas VII</li> <li>• Meningkatkan Kembali Materi Prasyarat Dengan Bertanya</li> <li>• Mengajukan Pertanyaan Yang Ada Keterkaitannya Dengan Pelajaran yang akan dilakukan</li> </ul>	<p style="text-align: center;"><b>15 Menit</b></p>

<b>Motivasi</b> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari yang akan dipelajari</li> <li>• Apabila materi/tema/projek ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menyusun kosa kata melalui game</li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> </ul> <b>Pemberian Acuan</b> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah langkah pembelajaran</li> </ul>		
<b>Kegiatan inti</b>		<b>90 Menit</b>
<b>Saintifik Metode Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	
Mengamati (Observing)	Peserta didik diberi motivasi untuk memusatkan perhatian pada topik <ul style="list-style-type: none"> <li>• Adjective (Animal Physiques)                Dengan cara:                Melihat dan menyusun kosakata (memperlihatkan permainan mengenai jumbled letters)                m. Peserta didik diminta dibagi</li> </ul>	

	<p>menjadi 5 kelompok</p> <p>n. Guru membagikan lembaran kertas yang berisi huruf alphabet secara acak pada setiap kelompok</p> <p>o. Setiap kelompok diminta untuk menuliskan huruf yg telah diacak dan disusun secara benar diatas kertas yang disediakan sesuai dengan artinya</p> <p>p. Guru memberikan waktu selam 10 menit untuk mengatur huruf-huruf yang diacak menjadi kata sifat</p>	
Menanya (question)	<p>v. Setiap perwakilan kelompok diminta naik kedepan untuk mempersentasikan hasil kelompoknya</p> <p>w. Setiap kelompok Mendengarkan apa yang disampaikan oleh kelompok lain mengenai hasil persentasi mereka.</p> <p>x. Masing-masing perwakilan kelompok dipersilahkan untuk bertanya kepada kelompok yang telah pesentasi</p> <p>y. Untuk kelompok yang pesrsentasi akan dipersilahkan untuk</p>	

	<p>menjawab pertanyaan dari kelompok yang mengajukan pertanyaan</p> <p>z. Masing-masing kelompok Mengamati hasil kerja kelompoknya</p> <p>aa. peneliti akan memberikan skor kepada masing-masing kelompok yang jawabannya benar</p> <p>bb. dipilihlah kelompok dengan pemegang skor yang tertinggi dengan waktu yang cepat</p>	
Mengumpulkan informasi	<p>g. masing-masing kelompok mengemukakan kata sifat (Human Characters) hasil kerja kelompoknya</p> <p>h. guru menjelaskan posisi kata sifat dalam phrasa dan kalimat</p>	
Mengasosiasi	<p>masing-masing kelompok diminta mengidentifikasi kat sifat (Animal physiques) yg telah disediakan</p>	
Mengkomunikasikan	<p>melatih sis wa menjodohkan kata yang disiapkan menjadi kata yng benar</p>	
<p align="center"><b>Kegiatan Penutup</b></p> <p>Peneliti:</p>		<p><b>15</b></p> <p><b>Menit</b></p>

- Memeriksa pekerjaan semua kelompok yang selesai mengerjakan hasil permainan kosakatanya
- Menanyakan kesulitan siswa dalam belajar kosa kata melalui game (jumbled letters)
- Menyimpulkan materi

Penilaian:

$$Score = \frac{Total\ correct\ answer}{total\ test\ items} \times 100$$

**Catatan:**

Selama pembelajaran berlangsung, peneliti mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu dan peduli lingkungan)



**Pree-Test**

Name :

Class :

A. Choose the correct answer below about adjective and noun:

1. Alda is celebrating her birthday.  
Now Alda feels .....?  
A. Angry  
B. Dusty  
C. Easy  
D. Happy
2. We often see the animal in the zoo. It is a big but has small eyes, two tucks and a long trunk. It is an .....?  
A. Bear  
B. Rhinoceros  
C. Elephant  
D. Crocodile
3. There are five people in my ..... . I live with my parents and two younger siblings. Where does that family live?  
A. Hospital  
B. House  
C. Office  
D. School
4. Ant is a strong animal. They can carry a big thing. even it has a double size from its body. Ants are very ..... Animals.  
A. Big  
B. Short  
C. Long  
D. Small
5. My brother is so ..... , he makes all kids laugh and happy  
A. Funny  
B. Quiet  
C. Noisy  
D. Disgusting

6. This is an animal it comes from Asia. It looks a horse and it has black and white stripes. It is a .....?
  - A. Buffalo
  - B. Cow
  - C. Zebra
  - D. Donkey
7. The school is one of the biggest places. Each student always goes to buy food with a friend. Where they buy the food?
  - A. Market
  - B. Bank
  - C. Canteen
  - D. Clinic
8. We can find them in central and zoo, eastern and southern Africa. It has a long neck and legs. It is a .....?
  - A. Lion
  - B. Giraffe
  - C. Hippopotamus
  - D. Tiger
9. Rasyid did not take her breakfast. He is feeling ..... Now
  - A. Sad
  - B. Angry
  - C. Happy
  - D. Hungry
10. It loves to eat carrot. He has long ears and a short tail. It also has cute red eyes. It is a .....?
  - A. Cat
  - B. Dog
  - C. Pig
  - D. Rabbit

B. Pull it a line from the word to its matching images bellow:

1.

**RHINOCEROS**

2.

**MOSQUE**

3.

**ARROGANT**

4.

**CROCODILE**

5.

**CUTE**

**Post-Test**

Name :

Class :

A. Choose the correct answer below about adjective and noun:

1. Yenshee's barbie is broken. Yenshee is very .... Now.
  - A. Jealous
  - B. Sad
  - C. Happy
  - D. Stupid
2. This animal lives on trees and hangs constantly but they like to eat bananas. It is a .....?
  - A. Buffalo
  - B. Giraffe
  - C. Monkey
  - D. Tiger
3. The building was very large and accommodated the sick patients. What that building meant?
  - A. Bridge
  - B. Mosque
  - C. Restaurant
  - D. Hospital
4. Giraffe has a long neck and legs. It is likes to eat leaves on trees. Giraffe is very ..... animal?
  - A. Tall
  - B. Fuzzy
  - C. Small
  - D. Big
5. Ririn is favorite English teacher in class. Every students love her. Ririn is a ..... teacher?
  - A. Kind
  - B. Ugly
  - C. Arrogant

- D. Sad
6. This animal has beautiful wings and beak. It can be cared in house and also awakens everyone in the morning. It is a .....?
- A. Bird
  - B. Chicken
  - C. Cow
  - D. Dog
7. An ..... is a place where airplanes can land or take off. What the building meant?
- A. Market
  - B. Church
  - C. Airport
  - D. Temple
8. They are popular pet in the world because they are usually playful, friendly, loyal and listen the humans. What the animals meant?
- A. Fish
  - B. Goat
  - C. Tiger
  - D. Dog
9. Delon is a ..... Student. So he gets first rank in the class and his parents love him.
- A. Smart
  - B. Stupid
  - C. Kind
  - D. Arrogant
10. It has a very large body shape and like a panda but it likes to drink honey. What the animal meant?
- A. Bear
  - B. Cow
  - C. Deer
  - D. Buffalo

B. Pull it a line from the word to its matching images bellow:

1.

**HIPPOPOTAMUS**

2.

**CHURCH**

3.

**SHY**

4.

**DOLPHIN**

5.

**SMALL**



## DOCUMENTATIONS















## CURRICULUM VITAE



Muh. Hamza, was born on 1<sup>st</sup> February 1997 in Karetan Desa Baramamase Kec. Walenrang Kab. Luwu. He is the last child from the seventh siblings in his family. His father's name is Mahmuddin and his mother's name is Hamra. He has to five brothers (Hendra, Herman, Firman, Muliadi and Rian Saputra) and one sister (Herna) who always give support to continue his studying.

He was starting his studying at the Elementary School (SD) Num. 92 Karetan in 2002 and graduated in 2008 and continued it in Junior High School (SMP) 9 Palopo, in 2011 he graduated it and then continued his studying in Vocational High School number 2 walenrang and he graduated in 2014. After that, he continued his study at the State Collage Islamic Studies (IAIN) Palopo in 2015 and taking English Department because was his favorite subject. He finished his studying at the State Collage Islamic Studies (IAIN) Palopo in 2019 that turn into the State Institute for Islamic Studies (IAIN PALOPO).